

Cultural and Linguistic Competency Training Program

Case Study



The Client

- Washington State Office of Superintendent of Public Instruction (OSPI)
- Total number of students: 1,102,282
- Total number of teachers: 63,541

The Project

To reduce racial and ethnic inequities, OSPI sought to create an online professional development training in cultural and linguistic competency for all school staff in Washington, including school board directors and superintendents.

The Opportunity

With over 1.1 million students, the OSPI is charged with providing an equitable education to a student body that is nearly evenly split between white and non-white students. However, almost 90% of the State's roughly 64,000 teachers are white. Increasing the cultural and linguistic competency of educators across schools in Washington will help bridge the racial and ethnic gaps between students and teachers and create more equitable opportunities for student success.

The PCG Approach

Public Consulting Group (PCG) offered OSPI a unique alternative approach to Cultural and Linguistic Competence Training. Instead of developing a single, new course from scratch, PCG leveraged content from existing, best-in-class courses to meet a variety of specific school and district needs. This innovative and comprehensive approach seeks to transform leadership and teaching system-wide and to support diverse learners and establish a practice of culturally responsive teaching.

The courses on cultural and equity topics are taught by nationally-recognized educational leaders and form the cornerstone of PCG's Cultural and Linguistic Competency Training Program. The content in the program, which focuses on building schoolwide capacity to support diverse learners and establish a practice of culturally responsive teaching, was taken from two courses:

- ***Becoming a Culturally Responsive Teacher*, Gary Howard**
- ***Pedagogical Strategies for English Learners*, Eugenia Mora-Flores**

In addition to the training program, PCG provided a customized facilitation guide and PowerPoint decks aligned to key course content to support a blended learning approach and purposeful application in a workshop setting. The facilitation guide and PowerPoint decks provide a blueprint for district-based facilitators presenting half day, full day, or extended face-to-face professional development workshops to district staff. The suggested activities can be used during in-person development sessions to encourage participants to think productively, articulate key ideas, and plan for targeted next steps.

The Result

More than 300 facilitators from every district in the state are participating in the cultural and linguistic competency training. As part of the program, they are given resource materials to bring back to their districts to share with their fellow educators. PCG's Professional Learning Platform (PLP) offers continuing support for the program through opportunities for participants to extend their learning through participation in virtual groups, the sharing of resources and best practices, and connecting with other experts statewide. Through the PLP, OSPI has added additional materials and readings to address state specific concerns and priorities. Furthermore, the PLP provides OSPI staff meaningful opportunities and the platform to engage with participants statewide, monitor progress, and make just-in-time recommendations.

Program Resource Center

OSPI has established the Program Resource Center to provide participants with an opportunity to deepen their professional learning with access to additional materials, interactive virtual groups, shared resources and best practices, and other experts statewide. Housed in PCG's PLP, the Resource Center includes a library of additional materials contributed by OSPI that expand on workshop topics and address state specific priorities. It includes research, supplemental readings on specific topics, and best practices related to cultural and linguistic competence. The Resource Center also includes materials focused on supporting and engaging students most impacted by opportunity gaps (such as African American, Asian, Latino, Native American, Pacific Islander, and other diverse populations). OSPI will post regular program updates and additional materials on an ongoing basis in the Resource Center as well.

The Resource Center serves as a centralized forum for facilitators to connect with other participants statewide, share implementation progress and updates, and exchange just-in-time recommendations. The collaboration tools within the Resource Center include a newsfeed, discussion forums, virtual groups, and a shared resource library. Districts that are further along in this work are encouraged to share favorite resources and best practices that have been effective in their districts. The Resource Center enables facilitators to leverage the knowledge and experience of others and enhance the body of knowledge at the state level.

Cooperative Purchasing Option for Districts

OSPI understands that across the state, districts, and even individual school sites, will be at different places in their growth towards cultural and linguistic competence. To facilitate district purchases, OSPI has entered a 'cooperative purchasing' agreement with PCG that extends the terms and conditions of the state agreement to all WA districts enabling them to purchase additional course seats, PLP licenses, or support services included in the original contract. Each district has flexibility to work directly with PCG to define appropriate payment terms and the scope of work to meet their needs.

To learn more about PCG's project with OSPI, contact us today.

Area of Concentration: Cultural and Linguistic Competency



Pedagogical Strategies for English Learners
Eugenia Mora-Flores

In this course, educators will gain the knowledge and skills to support the specific needs of English learners. Educators will learn to establish a language-rich classroom. They will explore the role of language in literacy development and academic achievement through deconstructing language demands and creating an Academic Language Bank. Educators will demonstrate pedagogical practices to guide English learners to think about content in critical and creative ways. They will employ multiple strategies for scaffolding thinking and apply knowledge and language about English learners to make informed instructional decisions to enhance learning.



Becoming a Culturally Responsive Teacher
Gary Howard

How do you reach students who are culturally and racially different from you? This course provides thought-provoking background and practical suggestions for teachers seeking the answer to this question. Participants explore their own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. Classroom footage illustrates principles of Culturally Responsive Teaching, including affirming students' cultural connections, stressing collectivity as well as individuality, and managing the classroom with firm, consistent, caring control. We also hear from teachers who are trying a new approach to cultural difference, and visit their classrooms to see the results.



Courageous Conversations About Race
Glenn E. Singleton

In this course, educators will gain the knowledge and skills to understand and examine the impact of race on student achievement and the role that racism plays in institutionalized racial disparities. Educators will learn a practical and accessible protocol that supports them in challenging their personal beliefs around race. By the end of this course educators will have the knowledge, skills, and practical strategies to engage in courageous conversations about race on a daily basis in both personal and professional contexts.



Relationally Responsive Classroom Management
Alan Green

There is a widespread need to address low levels of student engagement in urban classrooms, particularly among racially, economically and culturally diverse students. This course empowers educators to effectively teach an increasingly diverse student body by cultivating meaningful relationships with students. The course builds educators' ability to plan and implement methods for connecting with all students, increasing student motivation, reducing behavior problems and improving academic achievement by fundamentally changing teacher to student, student to student and student to teacher relationships and engagement.